

# German Studies in English I and II: Course development and implementation

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## I. Introduction

The Department of German currently offers two new elective courses, German Studies in English I and II (GSE I, GSE II, henceforth).<sup>1)</sup> These courses are intended to satisfy the needs of students for learning about German-speaking countries and improving their English skills.

This article gives an overview of GSE I and GSE II. It will start with the process of development for each course, followed by course descriptions and information about course implementation. It concludes with issues for future improvement. The current authors who teach the courses are coordinators in the Zenkari English Program and are also affiliated with the Department of German. The process of course development started prior to the authors' arrival at the university, so some details are based on meeting minutes and interviews with the professors in the Department of German and the Zenkari English Program involved in the early stages of development.

## II. Course development

In Spring 2009, at a meeting of the Zenkari English Program Committee, the Department of German made an official request to the Zenkari English Program (Zenkari English, henceforth) to cooperate in designing and offering two courses, GSE I and GSE II. The former was designed to teach four skills – reading,

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1) The official names are 「英語」 [English] and 「上級英語」 [Advanced English]. They are categorized as 「選択必修」 [required elective courses].

writing, listening, and speaking – and the latter to teach how to write research papers and give presentations. It was agreed that the courses would be taught by two of the instructors in Zenkari English, regardless of their departmental affiliation.<sup>2)</sup> The courses are part of a new curriculum of the Department of German which came into effect in the academic year of 2009. The curriculum reform was intended to offer more choices for the students who want to improve their English proficiency. There were three reasons for offering the English courses specifically for German majors.<sup>3)</sup> First, the Department wanted to offer more courses for the second-, third-, and fourth-year students in addition to the ones in Zenkari English. Secondly, many students want to improve their English proficiency, since companies demand higher English proficiency. In addition, it was believed that students would be interested in studying about German-speaking countries in English. In the field of English as a second/foreign language (ESL/EFL), this type of course would be considered as English for Specific Academic Purposes (ESAP). The idea was in line with the educational policy of the Zenkari English Program, as the majority of courses in the program can be categorized as English for General Academic Purposes (EGAP). EGAP courses are generally considered as ideal bridges to ESAP (Tajino & Suiko, 2005).

A working group of professors from the Department of German and the Zenkari English Program was formed upon the official request at the aforementioned meeting.<sup>4)</sup> The group discussed both the content (i.e., course objectives, topics, approaches) and curriculum requirements (i.e., students' academic years and levels, prerequisites, enrollment limit) (See Section III for details). The professors in the Department of German provided useful information on English resources for cultural and social issues in German-speaking countries.

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2) The instructors in the Zenkari English Program are affiliated with seven departments: German, French, Economics, Management Science, Law, International Legal Studies, and Policy Studies.

3) This information is based on an interview with Atsushi Yamamoto, the Chair of the Department of German (academic affairs committee member at the time of curriculum reform) in Fall 2012.

4) The members of the working group from the Department of German were Takashi Yahaba, Departmental Chair, and Atsushi Yamamoto, Curriculum Affairs Committee Member. Members from the Zenkari English Program were Yuka Iijima, Takeshi Kikuchi, Tatsuhiko Nagasaka, Mika Shimura, and the current authors.

In order to investigate students' interest in taking GSE I, a needs analysis was conducted in Spring 2009 by the members of Zenkari English. A questionnaire was carried out in Japanese, and completed by the first-year students in the Department of German in two higher-level classes: Reading/Listening Level 4 and Level 5 classes. The reason for asking first-year students was that they were the first to which the new curriculum applied. The higher-level classes were selected because of the requirements for taking the courses: TOEIC® score above 450 for GSE I and above 500 for GSE II.

A total of 48 students responded to the questionnaire. In what follows, the questions will be explained, along with the results. The questionnaire consisted of six items: three open-ended questions and three multiple choice questions. The former allowed multiple answers and asked students to write as specifically as possible.

The first question asked what aspects of German-speaking countries students want to study about over the course of four years at the university:

1. Which aspects of the German language and German-speaking countries would you like to study at this university?

Table 1. Aspects of German-speaking countries students want to study at the university

Topics related to culture (37)	Culture (6), Music (5), Slang (5), Pop-culture (4), Philosophy (3), Literature (3), Art (2), Youth-culture (2), Architectural styles (2), Cuisine (1), Habits (1), Differences among German-speaking countries (1), TV (1), German movies with English subtitles (1)
Topics related to society (23)	Environment / environmental policy (12), Politics (3), Social issues (3), Economy (2), Military affairs (1), Education (1), Partnerships (1)
Topics related to history (7)	History (4), Modern history (1), History of East-West Germany (1), History of World War I and II (1)
Topics related to Japan (3)	Comparisons between Japan and Germany (1), Relations between Japan and Germany (1), Japanese education in German-speaking countries (1)

\*The number in parentheses is the total number of students' responses

The results were categorized into four types: culture, society, history, and Japan-related. They show that the most popular theme is culture, including language and literature. The responses, slang, pop-culture, and youth-culture, indicate that the students are interested in topics that they do not normally learn in the language classroom, and they are curious about what German speakers of their age group are interested in. Among the topics related to society, the environment/environmental policy was ranked the highest, reflecting the fact that Germany is considered one of the most advanced nations with respect to environmental policies.

The second question was similar to the first question, except that it was specifically for GSE I:

2. Which aspects of the German language and German-speaking countries do you think are appropriate for this course?

Table 2. Aspects of German-speaking countries students want to study in GSE I

Topics related to culture (17)	Lifestyle and habits (3), Culture (2), Cuisine (2), Pop-culture (2), Music (2), Art (1), Comparisons between English- and German-speaking countries (1), Philosophy (1), Young people's interests (1), Architecture (1), Comparisons between English and German (1)
Topics related to society (25)	Environmental policy (9), Social issues (traffic laws, etc.) (5), Politics (4), Economy (3), News (2), Education (1), English education in the EU (1)
Topics related to history (4)	History (3), History of East-West Germany (1)
Topics related to Japan (3)	Comparisons between Japan and Germany (3)

\*The number in parentheses is the total number of students' responses

The results are similar to those of Question 1. One difference, however, is that there were more responses for topics related to society than culture. It suggests that students have higher expectations for studying about social issues than

culture in English. This is reasonable, considering the fact that culture is closely linked to language, so the culture of German-speaking countries may be best understood in German.

The third question was asked to determine appropriate class materials:

3. What kind of study materials would you recommend for this course? You may write multiple answers.

Table 3. Study materials students recommend for GSE I

Magazines (9), Newspapers (7), English newspapers (2), Videos (4), Watching German movies in English with German subtitles (2), Movies (1), News (1), Comedies (1), Dramas (1), TV shows (1)
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\*The number in parentheses is the total number of students' responses

The most popular study materials were magazines and newspapers. The responses also include a range of audio-visual materials, from news to comedies and dramas.

The fourth question was asked to see whether students would be interested in taking an English course that covers topics on German-speaking countries:

4. Would you be interested in studying about German-speaking countries in English? Please check one.

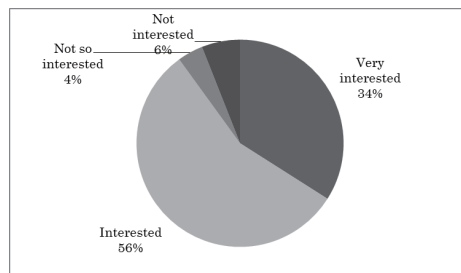


Figure 1. Students' interests in studying about German-speaking countries in English

The results show that 90 percent of the students are very interested or interested in learning about German-speaking countries in English. This suggests that

students are eager to learn more about German-speaking countries and improve their English proficiency at the same time.

The fifth question was asked to see whether students would be interested in actually taking the course:

5. Would you be interested in taking this course next year? Please check one.

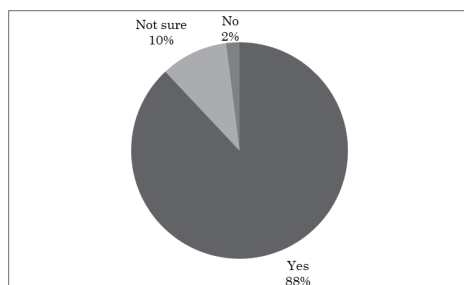


Figure 2. Students' interests in taking GSE I

The results show that 88 percent of the students want to take GSE I in the following year. This is an indication that GSE I would succeed in attracting a number of motivated students.

The last question was asked to see whether students were taking English courses besides the ones required by the Department:

6. Are you taking Zenkari English courses besides Reading and Listening? Please check any that apply.

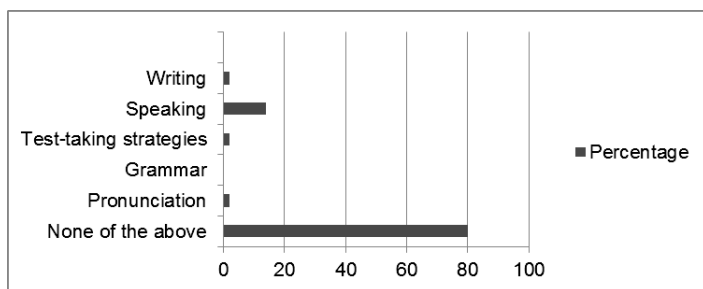


Figure 3. Current Zenkari English courses besides reading and listening

The results show that the majority of students are only taking required English courses. Most first-year students in the Department are required to take five German language courses in a semester, so it may be difficult for them to take extra English courses.

Considering the above results, general themes and specific topics were determined for the two courses, GSE I and GSE II. Since GSE I is the first in the series, the topics of the spring semester are made more accessible and familiar for the students, compared to the fall semester (See the next section for details). In GSE II, the themes were decided as the environment and films, each of which could serve as an umbrella topic for more specific topics. The environment was chosen because it was quite popular among the students who responded to the questionnaire. In addition, environmental issues can be approached from various fields such as political science, natural science, economics, art, history, and comparative studies. The theme of films can also be perceived broadly, since they reflect the world itself, including all aspects of human society. Both themes were decided after discussions with professors in the Department of German and the Zenkari English Program.

After many discussions and careful preparation, GSE I commenced in the academic year 2010, and GSE II, in 2011. In the next section, an overview of each course will be presented.

### **III. Course overview**

In this section, an overview of the two courses, GSE I and GSE II, will be given. It will review the syllabuses, evaluation, class schedules, and class procedures. In general, class organization is the same in both spring and fall semesters except for the topics covered, so they will be discussed together unless otherwise stated.

#### *German Studies in English I*

GSE I is a content-based course that aims to (1) advance topical knowledge of German-speaking countries and (2) develop general academic English skills.

There are no prerequisites for the course, but students are expected to have at least 450 on the TOEIC®. Students whose scores are below 450 are not necessarily prevented from taking the class. However, they are advised that the course may be challenging for them and that they will need to work hard.

In order to achieve the aims of the course, students learn about a range of topics related to German-speaking countries, and engage in a number of activities to build their language skills. With regard to the first aim, in the spring semester the topics for the course are sightseeing / geography, culture, and current events / society. In the fall semester, the topics are history, economics, and politics. Although not all students take the course both semesters, the idea is that the topics covered in the fall are slightly more challenging than those in the spring. With regard to the second aim, students engage in a number of activities that are designed to develop their academic English skills. More detail about these activities will be provided below.

Evaluation in the course is based on three factors: participation and attendance, homework assignments / quizzes, and presentations. The breakdown in terms of percentages is as follows:

Table 4. Grading criteria for GSE I

Attendance, Participation	20%
Homework assignments / quizzes	20%
Presentation 1	30%
Presentation 2	30%

As can be seen in the table above, the bulk of students' grades depends on their performance on the presentations. The reason for this is that students are expected to spend a significant amount of time doing research on their topics and preparing to present the results of their research to their classmates. Of course students are expected to participate actively in class and complete homework assignments, and accordingly these are part of the evaluation, but the most important element in the course are the presentations.

The general schedule for the course is approximately three class sessions per



topic, and five to six class sessions for presentations. Table 5 below provides a sample schedule for a spring-semester course:

Table 5. Class schedule (GSE I Spring/Fall)

Class	Topics (activities) / Content
(1)	Course Introduction
(2)	Sightseeing / geography (Reading 1)
(3)	Sightseeing / geography (Listening 1); Group planning session 1
(4)	Sightseeing / geography (Reading 2); Group planning session 2
(5)	Culture (Listening 2); Group planning session 3
(6)	Group presentations
(7)	Group presentations
(8)	Culture (Reading 3)
(9)	Culture (Listening 3)
(10)	Culture (Reading 4)
(11)	Current events / society (Listening 4)
(12)	Current events / society (Reading 5)
(13)	Current events / society (Listening 5)
(14)	Individual presentations
(15)	Individual presentations

The schedule for the fall semester is the same as the spring, the only difference being that the topics change to history, economics, and politics. As Table 5 shows, the activities completed in the class can be divided into (1) reading and listening activities, and (2) presentations. In the remainder of this section, the procedures for these two types of activity will be described.

The reading and listening materials used in the course were selected to match learners' interests and language level. They are all authentic materials, and for this reason require the teacher to provide at least some support (Stoller, 2004).

Current language teaching practice generally involves giving both language and content-oriented support before an activity is undertaken with a new reading or listening text. Language support often takes the form of introducing potentially challenging vocabulary, while content-oriented support takes the form of schema activation, in which background information on the topic(s) covered in the passage is provided (Anderson, 2009). In the case of GSE I, because the main focus of the course is content rather than language, only limited language support is offered. In its place, more time is spent on pre-task activities that are content-centered. These activities are not only used for schema activation, as in some case learners' knowledge of the topics is limited, but also to stimulate interest in the passage just before they tackle them. To illustrate the procedure, let us consider the case of a reading material used at the beginning of the spring semester. The text is a multi-page document that introduces learners to the states of Germany by focusing on individual people living there whose lifestyles reflect the local culture of the area. In order to stimulate interest in the topic, learners are given a quiz which asks them to fill in the names of the states in Germany. Most students are surprised to learn that even though they are German majors, their knowledge of the geography of Germany, at least with respect to the names of the states, is not as good as might be expected. After students finish the quiz, a map of the country is put on the screen in the classroom and they are allowed to check their answers. This is followed by discussion of regional differences, using examples from Japan to contextualize the subject with familiar information. At this point, it is hoped, and has for the most part been observed in the actual classes, that learners' interest is piqued. They are then given different parts of the passage and asked to read them and answer questions about them.

As with pre-task activities, post-task activities are also emphasized in the course. Continuing with the example of the reading passage about German states taken up above, after students have finished reading their parts of the passage, they find partners who have read different sections and give oral summaries of their sections to their partners. They are then asked to compare some of the features of the states, and this information is summarized for the class. Like the pre-task activity explained above, the post-task activities are intended to further stimulate learners' interest in the topic. The main focus of the pre-task activities is to stimulate

interest immediately prior to reading or listening to a passage. An important purpose for the passages themselves and the post-task activities that follow them is to provide students with ideas for topics that they might be interested in researching for their presentations. Additionally, post-task oral summaries and/or discussions can help learners build the skills that they will need to do successful presentations. Giving a presentation involves researching a topic and explaining it to the audience in one's own words. Oral summaries and discussions offer learners an opportunity to practice these skills before actually doing their presentations (Murphy, 2006).

Presentations are the second main component of the course. For some students, this is their first time to give a presentation in English. For this reason, it is necessary to give detailed guidelines about such things as how to organize a presentation by making an outline, how to make effective slides, and how to communicate with the audience (See Appendix A). Considering that just reading these guidelines does not always make it clear to students what is expected, the teacher gives a short sample presentation for the purpose of illustration. Another means of making the process of giving a presentation more manageable for students is to have them do their presentations in groups. They are asked to choose an overall topic, and then each member of the group chooses a sub-topic under the main topic for their part of the presentation. As can be seen in the schedule in Table 5, class time is given to students for group planning sessions. Considering that students generally have a large number of classes in any one semester, and that their schedules do not always match, three group planning sessions are integrated into the course. In addition to providing a convenient time and place for students to discuss their presentations, these sessions also give the teacher an opportunity to go around the classroom and check to make sure that students are not having difficulty with their preparations. In many cases students have questions about various issues related to the presentations, so this is a useful way of providing an opportunity to answer these questions.

Although originally the intention was to have students do their first presentations in groups and their second presentations individually, various factors led to changes to this original plan. In the spring of 2010, for example, many students expressed interest in working in groups again for their second

presentations, so they were given a choice between doing them in groups or individually. Similar accommodations were made each semester based on students' preferences, in addition to class size. As a result, the only semester in which students only did presentations in groups for their first presentations and individually for their second presentations was Fall 2011.

With regard to the format of the presentations, in the spring semester students gave poster sessions, and in the fall they used PowerPoint. One advantage to doing poster sessions is that students are able to give their presentations more than once. On the day of the presentation, students are divided into presenters and audience members, and all groups present simultaneously in different parts of the classroom to a small audience of other students. After a presentation is over, the audience members then move to another group of presenters, and this continues until all audience members have seen all presentations. There is also an advantage to using PowerPoint, however, namely that it is possible to have better organized question and answer sessions. Generally speaking most students are reluctant to raise their hands and ask a question about a presentation. To deal with this problem, students are asked to write at least two questions on a piece of paper as they are listening, and after the presentation is over the teacher calls on several students to look at their papers and ask questions. Using this procedure leads to productive question and answer sessions, and students often have excellent questions for the presenters. On a final note about procedures for presentations, when students actually give their presentations they are strongly encouraged to only use an outline. Students must turn their outlines in by e-mail two days prior to giving their presentations, and the teacher makes sure that they are done correctly. In particular, checks are made to ensure that they have sufficient information, and that the information is not written in the form of complete sentences. When students follow these instructions carefully, they are much more likely to give good presentations in which they communicate to the audience by explaining points in their own words and maintaining good eye contact.

### *German Studies in English II*

GSE II is an advanced seminar-style course that has two objectives: (1) to advance students' topical knowledge of German-speaking countries and (2) apply

academic English listening and reading skills to doing research and giving presentations. The theme for the spring semester is environmental issues, and for the fall semester it is German films. The approach is similar to “sustained-content language teaching” (SCLT) in that it is content-based instruction focusing on one theme for the whole course (Murphy and Stoller, 2001). Students are required to write a research paper (1000-2000 words) and make a presentation using slides. The requirement for taking this course is a TOEIC® score of 500 or higher. There are no prerequisites, but Academic Writing I and II, and German Studies in English I are recommended.

Class activities include listening to lectures, watching news reports, reading articles, group discussions, peer editing of the research paper drafts, tutorials, and final presentations. All class activities are conducted in English. Textbooks are not used in this course, and handouts are provided in each class. Students are required to find sources for research papers and presentations.

Evaluation is based on class performance, assignments, final presentation, and research paper. The grade is given according to the following scheme:

Table 6. Grading criteria for GSE II

Attendance, Participation	20%
Assignments	10%
Research Paper	40%
Final Presentation	30%

Active participation is important, since students are expected to contribute to the class through discussions and feedback on other students’ drafts. Thus, as with other Zenkari English courses, no credit is given to students who have four or more absences. The ratio for the research paper is the highest; it includes all drafts of the paper, explained below. The final presentation requires the use of PowerPoint slides, and the audience includes faculty members besides the teacher in charge of the class.

The course is designed so that the students can complete the research paper in a step-by-step manner. Schedules of the course are shown in Tables 7 and 8:

Table 7. Class schedule for GSE II Spring

Class	Topics	Assignments due
(1)	Course Introduction	
(2)	Environmental issues	Article review
(3)	Library seminar	General topics
(4)	Choosing and narrowing a topic	List of sources
(5)	Outline, Thesis statement	Specific topics
(6)	Introduction	Outline, Thesis statement
(7)	Peer editing session	Introduction
(8)	Body; Paraphrase and summary, Citation	Revised Introduction
(9)	Body; Paraphrase and summary, Citation	Body section 1
(10)	Tutorials	Body section 2
(11)	Conclusion	Body section 3
(12)	Presentation skills	First Draft
(13)	Tutorialsi	Presentation outline
(14)	Final Presentations	Presentation slides
(15)	Feedback session	Second Draft
Exam Period		Final Draft, Checklist

Table 8. Class schedule for GSE II Fall

Class	Topics	Assignments due
(1)	Course Introduction	
(2)	Overview of German films	Critical analysis of a film (student's choice)
(3) through (15) - same as Spring		

Each class covers methods of writing a research paper and consists of lectures and discussions on students' drafts. There are also one-on-one tutorials, which allow students to individually discuss their research paper and presentations with the teacher. In addition, a library seminar provides information on the databases available in the library. The assignments all lead to the completion of the research paper, and this gives the teacher many opportunities to check students' progress.

In what follows, the details of class procedure will be given, along with excerpts of class materials. The procedure is divided into the following steps: (1) research topic, research questions, and sources, (2) thesis statement and outline (3) introduction, (4) body sections, (5) conclusion, (6) presentation, and (7) final paper. For most students, it is their first time to write a research paper in English, so the majority of the class is spent on writing skills and strategies. Content is discussed so as to stimulate students' interests as well as directing them to write an academic paper.

The first step is for each student to choose a research topic, which would have a significant effect on the ease or difficulty of writing a research paper. The first two classes focus on content through reading news articles and watching video news reports related to the course theme, the environment. Worksheets are provided to help students comprehend, summarize, and critically examine the articles and news reports. Possible research topics are discussed, and students are required to decide on several topics by the library seminar. The library seminar is a workshop-style class, conducted by the library staff<sup>5)</sup> in a computer room. It covers procedures for using the search engines and databases for English sources, and strategies for searching for articles. The seminar is customized for GSE II, so that the key words used in demo are related to the theme of the course (i.e., the environment or films in German-speaking countries). The search engines include: OPAC, Webcat Plus, CiNii Books, and Google Scholar. The databases include: CiNii Articles, EBSCOHost, JSTOR, Springer Online Journal Archive, ScienceDirect, and Lexis Nexis Academic. Citations from at least one academic

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5) Library staff member Akira Maruyama has been the seminar instructor since the course started. He customizes the seminar based on the instructor's explanation about the students and their research interests.

article from these databases and one book are required in the research paper in addition to the Internet sources. Students are assigned to make a list of three topics and research questions, which will be ranked by other students. Based on the feedback, students decide on their research questions.

After choosing a topic, students work on an outline and thesis statement. Samples of thesis statements and outlines are presented in the lecture, so the content and organization of a research paper are clear. In the following week, each student's thesis statement and outline are projected onto a screen, and individual feedback is given in front of the whole class. Being exposed to various research questions, students have a better idea of what is expected for the research paper. The outline at this point is tentative, since students have not read most of the articles, and their topical knowledge is not sufficient. The outline is a plan of the paper, and at the same time, it goes under revision as more content is added, so it is a useful tool for monitoring students' writing process.

Once a thesis statement is set, the introduction is assigned, which is peer-reviewed. First, the basic elements of an introduction are presented in a lecture (i.e., attention getter, background information, thesis statement, and plan of the paper), and a sample is given. Students read the sample introduction and discuss each element. In the following class, students bring three copies of the introduction for a peer review. Each introduction is reviewed by all the students in class (See Appendix B for the peer review sheet). Afterwards, the instructor also comments on each introduction in front of the whole class. Students revise the introduction based on the feedback.

The body sections are the main part of the paper, and are the most difficult and time-consuming for students to write. In order to make this manageable, students are assigned to write one body section at a time. The body sections do not need to be written in order; students can start from any section they prefer. As was mentioned above, the outline is used to monitor student's writing process, so students bring the outline and draft to the tutorials. In lectures, writing skills and strategies are explained using handouts: paraphrases and quotations, connectives and transition words/phrases (e.g., Moreover, Nevertheless, As discussed above, On the other hand), words/phrases used in citation (e.g., claims, argues, Based on, According to), and citation (APA style). The most time is spent on paraphrases



and quotations to avoid plagiarism. Students do exercises in class and are assigned to choose five excerpts from the sources for their research paper and paraphrase them.

The conclusion is taught in a similar manner to the introduction. Basic elements (i.e., thesis statement, summary, generalization, famous quotes, concluding remarks) are presented in the lecture, and a sample conclusion is given. Students read the sample and discuss each element. The checklist for the final draft (See Appendix C) is given at this point, so that the students know how the final product should be. The conclusion is submitted along with the first draft.

Final presentations are scheduled before the due date of the paper. This helps students determine the overall flow of the paper before finishing the details. Two weeks prior to the presentations, a workshop-style class is conducted in a computer room. A brief lecture is given on presentation skills and guidelines for PowerPoint slides (e.g., organization, font size, background color). Then, students work on their slides individually, while the instructor monitors each student's progress. In the following week in tutorials, each student gives a demonstration using an outline and slides. They revise their presentations based on feedback from the instructor. The final presentations are open to the faculty members of the Department of German and the Zenkari English Program. Question and answer sessions and discussions follow each presentation. The length of the presentations and discussions are adjusted depending on the number of students. Before the students can submit the final paper, they need approval from the instructor. Students submit the second draft and receive feedback through e-mails or extra tutorials. Depending on how much revision is required, students submit additional drafts before the final paper. The final paper should be submitted with the checklist (See Appendix C), which serves as a guideline and self-evaluation for the students and as grading criteria for the instructor.

#### **IV. Course implementation**

This section will report specific information about the implementation of the courses, focusing on student performance and presenting lists of topics chosen by

students for poster sessions, presentations, and research papers.

### *German Studies in English I*

The enrollments for the courses were as follows: Spring 2010 – 22, Fall 2010 – 11, Spring 2011 – 21, Fall 2011 – 11. The enrollment for the spring semester was more than double the fall semester in 2010, and nearly double in 2011. It is not entirely clear why the spring semester classes had larger enrollments than the fall, but in the Zenkari English Program this is a general tendency for elective classes and does not apply only to this course.

Almost all students who took the course had TOEIC® scores over the recommended score of 450, but there was a wide range of abilities. Some students had scores close to 450, while others were in the 600s and 700s. This did present some challenges for course implementation, but did not have an overly negative impact. Accordingly, it can be stated that all of the students enrolled in the courses had adequate language skills to perform satisfactorily. With regard to content knowledge, because all students were German majors and some had studied or traveled in German-speaking countries, they had at least a basic understanding of most of the topics covered in the classes. However, it was found in the fall semester that many students were not particularly knowledgeable about German history or politics, so some of the reading and listening passages on these topics were challenging for them.

Students generally performed well on the reading and listening activities. However, due to the fact that, as was noted above, all of the materials used were authentic, there is no doubt that at times they were challenging. In the case of reading, it was found that learners did not necessarily have difficulty reading passages and answering questions about them, but when it came to doing post-task activities such as oral summaries or discussions, they occasionally struggled. This is probably at least partly due to lack of experience doing these sorts of activities. With practice, many students demonstrated improvement in their performance. With regard to listening, there is no doubt that the relatively rapid speech rate found in authentic materials did pose some problems. In order to alleviate this several methods were employed, such as providing students with transcripts or playing difficult sections several times until students felt

comfortable with their level of understanding. These appeared to be effective, and students listened very carefully to passages and generally showed interest in them.

With regard to the presentations, there were some students who had given presentations previously in English, and others who had not. This did appear to have at least some impact on performance, especially for the first presentation. Nevertheless, even those who had given presentations previously had not necessarily done so using only an outline, as was done in this class, so for the majority of students this was a new experience and was challenging. Students were free to choose topics of interest for their presentations, but they were asked to choose something related to the topics covered in the class. Accordingly, for the first presentation in the spring semester, students presented on a topic related to sightseeing and/or geography in German-speaking countries, and for the second presentation something related to culture or society. In the fall semester, the first presentation topic was related to history, and the second was on economics or politics. Tables 9 through 10 below provide lists of topics students chose for their presentations in 2010 and 2011.

Table 9. Presentation topics for 2010

Spring semester 2010			Fall semester 2010	
Presentation 1 (Groups)	Presentation 2 (Groups)	Presentation 2 (Individual)	Presentation 1 (Individual)	Presentation 2 (Individual)
Berlin	Carnival	Bundesliga	Adolf Hitler*	Adidas
Cologne	Fairy Tale Road	Education of foreigners	Albert Einstein	Angela Merkel
Famous composers' hometowns	German cuisine	Environment	Berlin Wall*	Economic differences between East and West Germany
Regional festivals	Meals in Germany	Foreign workers	Hildegard von Bingen	Energy
Saxony		Witch hunting	Johannes Gutenberg	Haribo
Switzerland			Martin Luther	Immigration

			Otto von Bismarck	Mercedes Benz
				Political parties
				Stabilo

\* Topics marked with asterisks were chosen by two different groups or individuals.

Table 10. Presentation topics for 2011

Spring semester 2011		Fall semester 2011		
Presentation 1 (Groups)	Presentation 2 (Groups)	Presentation 1 (Group)	Presentation 2 (Individual)	
Berlin*	Energy policy	Berlin Wall	East-West economic gap	Angela Merkel and the financial crisis
Bremen	German cuisine	Languages of Switzerland	Financial crisis	Political parties*
Hannover	German music	World War II	Green party	Swarovski
Nuremberg	Holidays in Germany		Helmut Kohl	Role of the German president
Salzburg	Overview of Austrian Culture		Angela Merkel	

\* Topics marked with asterisks were chosen by two different groups or individuals.

As Tables 9 and 10 show, students chose a wide range of topics for their presentations. For nearly all of the topics there was not a problem with lack of available information. In most cases the opposite was true, and students struggled to decide what information to include and what not to include. Considering that the presentations were relatively short, ranging from 7 to 10 minutes, it was not possible for students to go into great depth about their topics. Nevertheless, they did manage to convey a good deal of interesting information to their classmates, and generally performed very well.

### *German Studies in English II*

In what follows, student performance in classes, and the outcome of the

research papers and final presentations will be discussed. The atmosphere was ideal for a seminar-type course, since it was a small class, and most students already knew each other. The enrollments were 6 in Spring 2011, 4 in Fall 2011, and 16 in Spring 2012, but some students did not show up in class or could not complete the course. For most students, writing a research paper in English was quite challenging, as indicated in their responses to a questionnaire conducted at the end of the semester (See Crawford & Tsujita, forthcoming).

The most difficult part was coming up with research questions that are reasonable for a term paper. It was often the case that the students' topics were too general. In addition, it was difficult for them to write the thesis statement for an argumentative paper. For example, one student planned to write about various types of energy sources. Having been advised to narrow it down, he chose wind power, but the research question was not clear. Through several consultations, he decided to point out the problems of wind power and suggest solutions. In another case, a student chose the film *Good Bye Lenin!* as his topic, but he could not write a thesis statement. Eventually, he decided to compare the film to reality, focusing on East Germans' perceptions of socialism. The topics of the students' research papers are shown in Tables 11 through 13.

Table 11. Titles of research paper for Spring 2011

Passive solar energy for the building of aesthetic eco-friendly buildings
Germany's difficult situation in the process of nuclear exit: Replacing nuclear with natural resource
What are the conditions for denuclearization?: A lesson from Germany
The influence of air pollution in Switzerland

Table 12. Titles of research paper for Fall 2011

The hopes of Jews during the Holocaust in "Jakob the Liar"
The influence of "Metropolis" on modern movies
The justice of Sophie in "Sophie Scholl: The Final Days"
The criticisms of socialism in "Good Bye Lenin!"

Table 13. Titles of research paper for Spring 2012

Germany's decision of nuclear phase-out
Austria as an environmental country: Renewable energy in small villages
Rural tourism
The effectiveness of German development aid
Forest as wealth for Germany
Landscape planning in German cities
Wind power's invisible danger
Forest kindergarten: Lessons from the earth

Another difficulty in writing research papers was finding sources. Although students learned how to use the databases in the library seminar, they could not find academic articles that were readable and relevant to their topics. For example, the field of environmental studies is interdisciplinary, and many articles are in the natural sciences. These articles are often too technical for non-science majors to read. Thus, students need to find articles in the social sciences or humanities. In addition, there were not enough English sources on either the environment or films available from the library database, so students had to rely on the Internet sources for the majority of their research. This may be reasonable given the fact that information on the environment is constantly being updated, and many environmental issues are ongoing problems. In the case of films, academic articles and books were even more difficult to obtain. One student used a book from the library at The National Art Center, Tokyo. Nevertheless, most students found at least one article and one book from the university library.

It was also difficult for students to incorporate sources without committing plagiarism. One reason was that students mostly used online sources, so it was easy for them to copy and paste from the websites. Students were not penalized for plagiarism in earlier drafts, since many of them simply did not know how to make citations. If there were few or no citations, the instructor pointed out the need for paraphrases and quotations. Another reason was that students did not know to what extent they should paraphrase; in other words, how dissimilar their

sentences should be from the original sentences. In-class exercises showed that the sentence structure should be changed, but students needed more practice before they could understand the concept. The third reason was that students failed to understand and synthesize previous studies, so that they could not write their own claims. Tutorials were used to solve this problem. It was repeated to the students that the purpose of a research paper is to support their own claims by citing other sources and not merely summarizing other studies. All students eventually learned how to make citations appropriately.

Final presentations were done at the end of the semester. Since the topics of the research paper and presentation were the same, the presentation served as an interim report for the research paper. For many students, doing an individual presentation in English was challenging, but it was less demanding compared to the research paper, since they have made presentations in other courses and seminars. Although they had only two weeks to prepare, they had done research for the paper, so it did not seem to be problematic. Several professors from the Department of German and the Zenkari English Program attended. One professor commented that he wished the students could do similar types of academic presentations in German. Another professor commented that he was not aware that a student in his seminar had such high English proficiency and advanced presentation skills. Students were nervous by the professors' presence, but at the same time, they seemed proud of presenting in English, since their German proficiency was not as high. The day of final presentations is highlight of the course, and students seem to enjoy it.

## **V. Future Improvements**

Overall, German Studies in English I and II have been a success. Students have shown improvement in their academic English, as well as in their presentation and writing skills. Additionally, students' reactions to the courses have been positive (Crawford and Tsujita, forthcoming), and enrollments have remained steady. To a great extent, the success of the courses is due to all of the work that went into planning them. Considering that the Zenkari instructors who actually teach the courses are not experts on German-speaking countries, the support

provided by the professors in the Department of German formally in the working group, and informally thereafter, has been indispensable. As Butler (2005) has argued, close cooperation of this sort between language teachers and content teachers is a prerequisite for the success of content-based courses, and these courses are a good example of this.

Despite the overall success of the courses, there is certainly room for improvement. In the case of GSE I, student feedback on the activities used in the course has been collected both during and at the end of each semester, and this information has been used to make improvements. One issue that has been a concern is the level of difficulty of some of the reading and listening materials. As was mentioned above, all of the materials are authentic, and for this reason they pose challenges to learners. Fortunately, however, by getting feedback it has been possible to identify which activities are particularly challenging for students, and to make modifications to them before they are used again in the following year. With regard to presentations, a constant concern is how to get students accustomed to using an outline instead of a script. Although by their second presentation most students feel comfortable only using an outline, there are still some students who prefer to use a script. It is necessary to find ways to help these students gain more confidence so that they can give better presentations that communicate information effectively to the audience.

As for GSE II, one possible improvement would be to provide more support for the students. Based on a survey at the end of the semester, students find it challenging to write a research paper. Although Academic Writing I, II and GSE I are recommended prior to taking GSE II, some students have not taken any of those courses, and thus, they need to learn basic skills such as writing coherent paragraphs. It may help students if they are given more in-class exercises. Another difficulty is doing research, in particular finding academic articles. The university has a limited number of journals, books, and DVDs, so more sources should be made available to students with the cooperation of the library and the Department of German. In addition, plagiarism is frequently observed in the first drafts despite repeated warnings in class. Although many Japanese universities have not been particularly strict about plagiarism, it is important to have students realize that plagiarism is unacceptable. Finally, there is the problem of low



enrollments. The course should be advertised to students both through the Department of German and the Zenkari English Program. In addition, if a collection of students' research papers were made available it may increase interest in the course.

GSE I and GSE II are the products of a great deal of time and effort by the professors and staff members in the Department of German and the Zenkari English Program who worked together to create them. Continued efforts should be made to further develop the courses and provide support for students to improve their academic skills and attain intellectual knowledge that will benefit them in the future.

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## Appendix A

### German Studies in English I

#### Guidelines for Presentation 2 (Individual presentations)

1. Decide on a topic related to culture or social issues in a German-speaking country.
2. Do your own research on the topic by reading books and articles, using the Internet, etc.
3. Decide what aspects of your topic you want to include in your presentation and make an outline\*. The outline should include enough material for a presentation of approximately 8-10 minutes.
4. Use PowerPoint or a similar program to make several slides about your topic\*\*. The slides will be used to explain the content of your outline.
5. Generally speaking, your outline should have MORE information than your slides. The slides are used for showing pictures, graphs, illustrations, etc., and the outlines are used to note down what specific information and details you will provide about them. Of course it is OK to have some text on your slides, but try to avoid having too much.
6. Practice giving your presentation to a friend (or in the mirror). Make sure you can explain the topics on your outline to the audience clearly in a communicative way. Do not just memorize your presentation or just read something aloud.
7. As much as possible, only use your outline when you give your presentation. You may have other materials with you when you do your presentation, but your grade will be lowered if you just simply read your notes or other materials aloud.
8. Include a final slide that has a list of references, including Internet sites.

\* send me a copy of your outline by e-mail at least two days before your presentation

\*\* send me a copy of your slides the day before your presentation by 5 P.M.

**Appendix B**

Writer: \_\_\_\_\_ Topic: \_\_\_\_\_

Reviewer: \_\_\_\_\_

**Peer review of introduction and thesis statement**

Introduction	disagree				agree
1. Is there an attention getter that draws your interest?	1	2	3	4	5
2. Does it have background information about the topic?	1	2	3	4	5
3. Can you find the thesis statement easily?	1	2	3	4	5
4. Does it provide a writing plan (map of the paper)?	1	2	3	4	5
Thesis Statement					
1. Does it make a claim that can be supported?	1	2	3	4	5
2. Is the claim significant?	1	2	3	4	5
3. Is it narrow enough for a term paper?	1	2	3	4	5
4. Does it indicate each body section?	1	2	3	4	5
Comments:					

## Appendix C

## Checklist for the Final Draft

	FORMAT	CHECK ✓
1	paragraph indentation	
2	double-spaced	
3	page numbers	
	TITLE PAGE	
4	Title reflects viewpoint and content.	
5	Title is correctly capitalized.	
6	writer's name, ID, date, class, professor's name	
	INTRODUCTION	
7	There is an attention getter that draws interest.	
8	It has background information about the topic.	
9	The thesis statement can be found easily.	
10	It provides a writing plan (map of the paper).	
	THESIS STATEMENT	
11	It makes a claim that can be supported.	
12	The claim is significant.	
13	It is narrow enough for a term paper.	
14	It indicates the content of each body section.	
	BODY SECTIONS	
15	Each paragraph has a topic sentence.	
16	Each topic sentence relates to the thesis statement.	
17	Each topic sentence is supported by clear evidence.	
18	Each paragraph has a concluding statement or a transition.	
	CONCLUSION	
19	Thesis statement is restated.	
20	The main points are summarized.	
21	A generalization is provided.	
22	A prediction about the future situation is included.	
23	A solution is suggested for the current or future problem.	
24	It includes a good quotation that relates to the topic.	
	ORGANIZATION, GRAMMAR	
25	The order of body sections is logical.	
26	Transition words are used to connect sentences and paragraphs.	
27	Verbs signaling the status of cited information are used.	
28	Grammatical and spelling errors are edited.	
	CITATIONS	
29	There are sufficient citations in the text.	
30	There is no plagiarism.	
31	The cited information is accompanied by comments.	
32	References are in the APA style.	
33	The sources include a book and an academic journal article.	

# ドイツ語学科学生対象科目「英語」「上級英語」： コース開発と授業実践報告

辻 田 麻 里  
マイケル J. クロフォード

獨協大学ドイツ語学科では、2010年度に2年生以上が対象の「英語」、2011年度に3年生以上が対象の「上級英語」を開講した。ドイツ語圏の国・地域について学び、同時に英語のスキルを向上させるために、上記の科目が設置され、コース開発と担当教員は全学共通カリキュラム英語部門（以下、全カリ英語）に依頼した。担当教員はドイツ語圏の専門ではないため、ドイツ語学科教員からの助言や資料提供などの支援を受けている。第二言語または外国語としての英語教育の分野においては、同科目は「特殊目的の英語」（ESP）とみなされ、全カリ英語が目指す「学術目的の英語」（EGAP）がその橋渡しとなることから、学習理念が一致しているといえよう。

本稿では、「英語」と「上級英語」のコース開発および概要と実際の授業実践について報告する。まず、コース開発に際して行ったアンケート調査の結果について考察する。続いて、両科目の学習目標や授業内容を概観し、実際の授業の様子を報告する。両科目は学生の英語力を向上させ、口頭発表や論文作成の技術を向上させたという点において、成果を上げた結論づける。一方で、履修者に適したレベルの教材を準備することや、論文作成の基礎が必要な学生のための補助教材の開発など、今後の課題も述べる。

